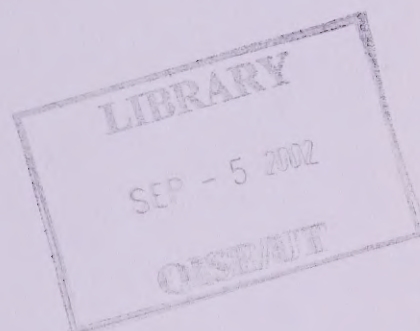


Public District School Board Writing Partnership

English



Course Profile

Communication in the World of Business and Technology

Grade 12

Open
EBT4O

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview

Communication in the World of Business and Technology, EBT4O, Grade 12, Open

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*

Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

Course Description

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students analyse the characteristics of effective models of business and technical communications, gather information to write reports, business letters, memos, manuals, instructions, and brochures, and integrate graphics and text, using technology appropriately for formatting and special effects. They also make a number of oral and visual presentations. The research component of each unit includes the exploration of a variety of career areas through the use of career profiles.

Course Notes

The Grade 12 Communication in the World of Business and Technology course prepares students for writing and communicating in the world of business, using conventional methods of communication and new technology to enhance this communication. Students explore a variety of software packages and new technology throughout the course and implement this technology in a wide variety of communication tasks.

Students bring a variety of experiences from other courses. Students must be assisted to make the connections between these courses and Communication in the World of Business and Technology.

This English course is described in *The Ontario Curriculum, Grades 11 and 12, English, 2000* in two strands: Investigating Business and Technical Communications and Creating Business and Technical Communications. This Grade 12 Open profile has been organized thematically into four units, with a culminating activity as a fifth unit. Each of the units incorporates overall and specific expectations from each of the strands. This organizational structure supports an integrated approach to the teaching and learning of the six overall and 21 specific expectations.

This Grade 12 Open English Course Profile has been developed to link units through a progression of skills, and, in some cases, content. Local circumstances may dictate some variation in the sequence suggested below, but it is essential to begin with Unit 1, since the skills developed in this unit are applied in other units. Unit 5, which can be used as part of the final evaluation, must be the last unit of the course.

Each unit allows for skill development in the use of a particular form of communication within the context provided by the culminating task and the focus on a different target market and/or audience. In Unit 1, students develop skills in business correspondence with the audience identified as new employees. In Unit 2, students explore advertising and marketing materials with a target market of young adults. In Unit 3, students develop report writing skills, with research focusing on a target market of mature adults. In Unit 4, students develop skills in the production of brochures, with teenagers as the target audience. In Unit 5, students produce a variety of forms as part of a promotion for a new company within their own community.

The activities follow the same sequence in each unit. In Activity 1, students learn the focus of the unit, based on research and creating a personal connection with the student. The teacher introduces a specific audience and purpose at this time. The teacher introduces career profiles of various professions, taken from textbooks and Internet sites. They lead into each activity, allowing the teacher to refer to aspects of the career profile throughout the unit. In Activity 2, students investigate the vocabulary and writing styles particular to the focus of the unit. In Activity 3, students investigate the building blocks or elements of efficient communication in the medium being used. In Activity 4, students learn of design elements that can be used to enhance communication for the audience and purpose in question. They practise technology at this time. Activity 5 is the culminating activity for the unit, and students make use of the skills and content previously covered. Each unit follows the design down model with the first four activities leading to the final performance task. Timelines are approximate and the teacher makes the choice about which activities to assign.

Many of the activities suggested can be connected to the local community through the use of local examples and where possible, communication samples from local businesses. The teacher should be aware of businesses and other agencies in the local community, and gather materials that are representative of the community in which they teach.

In work that requires contact with members of the community, students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires or surveys.

As this is an Open course, students will have a broad range of backgrounds, and interests. The activities have been designed to address the learning style of students.

The profile writers have assumed full implementation of *The Ontario Curriculum*, Grades 1-8 and Grades 9, 10, and 11 and described specific language and writing instructional strategies based on Grade 12 expectations. The profile writers recognize that the technology available may vary from school to school and for this reason have provided students and teachers with a variety of assignment choices. Projects requiring the use of technology should not be assigned as homework and access to school technology should be available, where possible.

Units: Titles and Time

Unit 1	To Whom It May Concern: Who is Your Audience?	13 hours
Unit 2	Who is Your Market?	15 hours
* Unit 3	Report on Business	30 hours
Unit 4	The General Public	22 hours
Unit 5	The Next Generation	30 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: To Whom It May Concern: Who is Your Audience?

Time: 13 hours

Unit Description

Students examine various forms of correspondence in different media, such as letters, memos, voice mail, or e-mail. They discuss and demonstrate the importance of audience and purpose, clear and concise writing and speaking styles, visual aids, and the organization of thoughts and ideas when communicating. The culminating activity is an electronic slide presentation, of 15-20 slides that summarizes business correspondence.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1.1 Research – Know Your Audience 2.5 hours	IBV.01, IBV.02, IB1.02, IB1.03, CBV.01, CB1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application Checklist Anecdotal	Discussion of how audience and purpose determine content - Introduction of guideline for reading literary text using the career profile of an administrative assistant. - Introduction of guideline for reading graphical text, emphasizing its elements by using a brochure describing the course and its evaluation, written in the form of business correspondence, including all the design elements of effective communication. - Introduction to the various ways in which businesses correspond including faxes, emails, voice mail, business letters, memos, brochures, and reports using samples. - Decision, by students in groups, of an imaginary business or company on which they will focus their correspondence. - Naming of the company and the product/service that they offer. - Creation of different types of business correspondence from an imaginary company. - Student summary of initial investigation of correspondence, using at least two other forms of business correspondence, e.g., memo to an employee describing correct elements and design of this type of correspondence, e-mail discussing 'netiquette' on the Internet.
1.2 Language – The Language of Business 1.5 hours	IBV.02, IB1.02, IB1.03, CB1.03	Knowledge/ Understanding Thinking/ Inquiry Glossary Anecdotal	Choosing Language to Suit Audience and Purpose - Generation of a list of business terms through reference to a newspaper article, documentary, report, or video. The list should be focused on the reference they have used and broaden into a discussion of other business-specific terms with which students are familiar. - Introduction of a student glossary - these terms are to be saved electronically or in a notebook for further additions.

Cluster	Learning Expectations	Assessment	Focus
1.3 Elements - This Business of Correspondence 2.5 hours	IBV.01, IBV.02, IB1.02, CBV.01, CB1.01, CB1.03	Knowledge/ Understanding Communication Application Checklist	The Elements of Writing Business Correspondence - Examination of a variety of types of business correspondence (voice mail, e-mail, letters, memos). These could be effectively presented on overhead transparencies, with student identification of common elements in each, e.g., format, headings, salutation, closing. Application of proper writing and formatting to business correspondence scenarios (thank you letters, complaint, information). - Individual creation of correspondence for specific case studies. Identification and composition of the types of correspondence needed to respond to each case study.
1.4 Design – Designed to Communicate 1.5 hours	IBV.01, IBV.02, IB1.01, IB1.02, IB1.03, IB2.01, IB2.03, CBV.01, CB1.01, CB1.03	Knowledge/ Understanding Thinking/ Inquiry Application Anecdotal Group Work Checklist Rubric	Designing Correspondence So It Will Be Read - Demonstration of the four Cs of effective communication: clear, concise, correct, courteous, as well as its structure (introduction, body, conclusion). - Student critique of business correspondence, developed by the teacher with specific faults or issues (gender, cultural, religious bias) found in them. Investigation of their strengths and weaknesses. If the teacher wishes to use existing correspondence from companies, their logo and address should be removed. - Discussion of different issues and topics in business today, e.g., job sharing, flexible hours, benefits. - Individual redesign/rewriting of letters, memos, voice mail messages, fax cover sheets, logos, or letterhead with sensitivity to the issues previously discussed.

Cluster	Learning Expectations	Assessment	Focus
1.5 Presentation – Greetings to the New Recruits 5 hours	CBV.01, CBV.02, CB1.01, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Anecdotal Rubric	Using Technology to Benefit Correspondence - Instruction in the use of electronic slide presentations, e.g., <i>Power Point</i> . - Preparation by students of an electronic slide presentation of 15-20 slides that summarizes business correspondence. - Student choice of an existing company or creation of an imaginary one as the focus for their correspondence. To increase relevance, the presentation is to be tailored to informing new employees of the proper way to communicate within the company, with teacher facilitation of students' use of technology. - Preparation of student presentation, accompanied by printed slides and speaker notes.

Unit 2: Who Is Your Target Market?

Time: 15 hours

Unit Description

Students research an identified target market in terms of its needs, interests, language, and buying trends. They examine the elements of advertising and promotion and the different media that may be used to reach their market. Students design a promotional advertisement for a product for their identified target market, e.g., print, TV, radio. Students assess each other's work using checklists and anecdotal remarks. The culminating activity is a presentation of their promotional advertisements.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
2.1 Research – Market Research 3 hours	IB1.02, IB1.04, IB2.02, CB1.02, CB1.03, CB3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application Anecdotal Checklist	Understanding a Target Market - Investigation of a career profile in advertising or marketing. - Outline of research assignment using the target market of 18-29 year olds followed by brainstorming the characteristics of this group, e.g., wants, needs, interests, spending power, and class discussion. - Presentation of strategies that will aid in research: scanning, headings, index, table of contents, searching on the web. - Facilitation of students in designing a survey that allows them to test their assumptions about this age group. - Student implementation of this survey. Summary of their findings to share with the class.

Cluster	Learning Expectations	Assessment	Focus
2.2 Language - Speak to Me! 2.5 hours	IB1.02, IB1.03, CB1.02	Knowledge/ Understanding Thinking/ Inquiry Anecdotal Checklist	The Language of the Target Market - Identification of the language that this age group speaks and understands (a variety of car commercials aimed at this group could be used) with teacher recording ideas generated. - Students brainstorming terms and phrases that they think reflect this age group and would be useful in marketing to them. Students will make use of their experience with peers, siblings, TV, the Internet, movies, and other media. - Research of media to find specific language and images that appeal to this age group for inclusion in glossary.
2.3 Elements of Advertising 1 hour	IBV.02, IBV.03, IB1.02, IB1.03, IB2.01, IB2.03, IB3.01, IB3.02, CBV.03	Knowledge/ Understanding Thinking/ Inquiry Anecdotal Checklist	Identifying the Textual and Technical Elements of Advertising - Introduction of the Elements of Advertising: headline, graphic, text, logo. This can be done using a text or on an overhead showing examples. - Discussion of subliminal messages and bias in advertising. Student identification of these elements in newspaper and magazine advertisements, television and radio commercials. - Discussion of the technology used to enhance the ads. - Student selection of print ads, with identification of the elements, description of the technology used for enhancement, and insight into bias and subliminal messages.
2.4 Design – Now Buy This! 4.5 hours	IBV.01, IBV.02, IB1.02, IB1.03, IB2.03, IB3.01, IB3.02, CBV.01, CBV.02, CBV.03, CB1.01, CB1.03, CB1.04, CB2.01, CB2.02, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Anecdotal Self- Assessment Peer Assessment	Creating Your Own Advertisements - Presentation of the idea and importance of focus groups in marketing. - Creation of a promotional campaign for a product aimed at the 18-29 demographic group. - Student choice of an existing product or development of their own, and creation of an advertising campaign that includes oral/visual/written and technical aspects (print, television, radio or Internet advertisements), supported by assistance with creative and technical difficulties (graphics, font, colour, art). - Student presentation of their campaign to a focus group of their peers who assess the probability of success for their product (the presentation should be limited to 10 to 15 minutes), with feedback from peers on the best advertisement of each individual's campaign and suggestions for improvement.

Cluster	Learning Expectations	Assessment	Focus
2.5 Presentation And Now Presenting 4 hours	IB2.02, IB3.02, CBV.01, CBV.02, CB1.01, CB1.04, CB1.05, CB2.01, CB2.02, CB3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application Rubric	The Cream of the Crop – Presenting Your Best Advertisement - Student presentations of their sales pitch with their best advertisement to the whole class (five minute time limit). - Report on the findings of their focus group and how the marketing has changed as a result of input from the focus group.

Unit 3: Report on Business

Time: 30 hours

Unit Description

Students develop skills in report writing. Students examine the elements of a business report, and identify organizational patterns used in a variety of reports. They investigate different report styles and comment on their effectiveness. Students practise using a variety of technological aids to enhance pre-written, text-only reports. They use fact sheets for different companies as the basis for a brief written report to a selected audience. Students choose a company that provides services to a target market to research, with the approval of the teacher, and investigate such topics as its history, economic success, projected success, workforce, locations, design and technology, and other pertinent information. The culminating activity is the design and presentation of a written report for the company's annual meeting for shareholders.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
3.1 Market Research 5 hours	IBV.01, IBV.02, IB1.02, IB1.03, IB2.01, CBV.01, CB1.01, CB1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Researching a Target Market - Career investigation of editors or proofreaders - Identification of the needs and interests of mature adults (30 and over). - Identification of the elements of primary and secondary research (interviews, surveys, questionnaires, Internet, print sources). - Design and implementation of a primary resource tool to research the target market with focus on the needs linked to their responsibilities. - Identification of safety issues (environment, strangers, privacy) involved in conducting interviews. Identification of interests, needs, and of companies that possibly serve them. - Composition of a list of companies that could be researched in this unit.

Cluster	Learning Expectations	Assessment	Focus
3.2 Seeking Order 3 hours	IBV.01, IBV.02, IB1.02, IB1.03, IB1.04, IB2.01, IB2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The Language of Business Reports - Use different organizational patterns in writing such as analysis, cause and effect, chronological, illustration, and problem/solution. - Introduction of strategies to be used when reading reports. - Implementation of reading strategies and identification, in chart form, of organizational patterns used in sample reports aimed at the target market. - Identification of the terminology that focuses on this audience. - Development of a list of terms that should be used in a report. These terms should be included in their glossary.
3.3 Reporting – It's Elementary 7 hours	CBV.01, CB1.01, CB1.02, CB1.03, CB1.05	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The Elements of a Report - The elements of a report: format (introduction, body, conclusion), visual elements, establishing credibility. - Demonstration of the relationship between the elements of the report, the organizational pattern, and the audience and purpose. - Choice of a company to investigate and write a report. - Investigation of the issues and information essential to the report and creation of a rough draft of headings. - Implementation of secondary and if possible, primary research on the company of choice. - Determination of the visual support necessary in the report. - Creation of a rough draft text of their report, with accompanying source. - Assessment of work to date and suggestions for improvement. - Revision of rough draft.

Cluster	Learning Expectations	Assessment	Focus
3.4 Eye Catching Reports 7 hours	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Designing a Report - Review technology used to date. Demonstration of its use in report writing. - Introduction of new technology. - Practice of the above techniques on pre-typed reports. - Application of appropriate new techniques to the rough draft of their report. - Use of a checklist for peer- and self-assessment - Revision of rough draft. - Production and submission of a polished report.
3.5 Presentations with Pizzazz! 8 hours	IB3.01, IB3.02, CBV.01, CBV.02, CBV.03, IBV.03, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Presenting a Report - Introduction of the essentials of presentations. - Introduction of visual presentation techniques: slides, overheads, videotape, flip chart. - Choice of the medium they wish to use and preparation of a plan for presentation. - Practice of their presentation in front of a peer who assesses them. - Presentation of their report to the class.

Unit 4: The General Public

Time: 22 hours

Unit Description

Students research different brochure styles for an assortment of companies, analysing language, composition, and design. Students examine the effectiveness of clear, concise language, combined with the appropriate headings and visuals. Students practise revising and editing existing documents using various technologies and software packages. Students design a brochure to recruit new students to their school. Self- and peer-assessment are integral parts of the design process. A 'Brochure Tour' of individuals' brochures presented on a wall in the classroom is the culminating activity.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
4.1 Research Style File 2 hours	IBV.01, IB1.02, IB1.03, IB1.04, CB3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application Chart	How to View a Brochure - Investigation of the career profile of a graphic artist. - Examination of a variety of brochures collected by students, e.g., from travel agencies, chamber of commerce, financial companies, Canada Post. Teacher should provide guidelines on where, who, and how to ask for these brochures. - Use of chart to identify and analyse the intended audience by examining the content and design, the use of images, the highlighted material, the purpose, and the action that the reader is to take. - Analysis of the strengths and weaknesses of the brochures and possible biases (gender, cultural, religious) with suggestions for improvement.
4.2 Language Brochures Speak 2.5 hours	IBV.01, IBV.02, IB1.02, IB1.03, IB2.03, IB2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application Glossary Chart	Attracting and Keeping the Reader's Attention Through the Use of Appropriate Language - Presentation of three to four brochures designed for a variety of target markets with discussion of the importance of language for the target audience. Language should address the target market's interests and needs and be clear and concise. - Discussion of bias in language and the use of inclusive and exclusive language (gender, cultural, religious). - Student highlighting of any jargon or terminology specific to the audience and/or industry found in the sample brochures. - Identification of the type of language used for different age groups and levels of expertise in chart form. - Introduction of culminating activity for the unit – Creation of a brochure that attracts new students to your school. - Brainstorming language that suits this audience of teenagers, and inclusion of terms in their glossary.

Cluster	Learning Expectations	Assessment	Focus
4.3 Elements Every Brochure Needs A 5 hours	IB1.04, IB2.01, IB2.04, IB3.01, CBV.01, CBV.02, CB1.01, CB1.02, CB1.04, CB1.05, CB3.01, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Checklist Self- Assessment	The Essential Elements for Composing a Brochure. - Introduction of the main elements of a brochure (headline, main headings, nuggets of information, images, graphics, action the reader should take) through the use of notes and examples. - Explanation that the elements should be chosen with the audience and purpose of the brochure in mind. - Brainstorming what information they wish to include in their school brochure, and organization of this information into the main components of a brochure. - Research in the school to gather correct and pertinent information for the focus they have chosen and creation of a rough draft of headings, information, and visuals to be used in their brochure. - Revision of rough draft to include/delete information and make the language as clear and concise as possible. - Self-assessment using Essential Elements Checklist.
4.4 Design My School Rules! 7 hours	IBV.02, IBV.03, IB1.02, IB1.03, IB2.02, IB2.03, IB2.04, IB3.01, IB3.02, CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB3.01, CB3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application Chart Peer- Assessment	Design a Brochure to Recruit Students for Your School - Review the main elements of design in a brochure (size and type of font, headings, balance, visuals, colour, charts, graphs, format) and discussion of the need to capture and hold the reader's attention and encourage the reader to take action at the end of the brochure. - Review of three brochures (one targets an older market, one targets a professional market, and one targets a younger market) and identification in chart form of the design elements characteristic of each type of brochure. A pattern should evolve that demonstrates the characteristics for mature, professional, and younger audiences. - Introduction of software that can enhance the design elements, e.g., Microsoft Publisher, WordArt, Text Art, ClipArt, Colour, Charts, Graphics, Drawing Shapes, Corel Draw, Desktop Publishing, and practice on enhancing design in existing brochures. - Peer assessment with a checklist.

Cluster	Learning Expectations	Assessment	Focus
4.5 Presentation The Writing is on the Wall 5.5 hours	IB3.02, CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02, CB3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application Rubric or Rating scale	Culminating Activity – Create and Present Brochures in a Mural Format within the classroom/school - Explanation of the format and assessment of Brochure Tour. Student input of latest draft of Recruitment Brochure into computer (from Lesson 4.3). - Enhancement of the rough draft with the use of computer software. - Peer assessment and preparation of their finished brochure for display on the wall of the classroom (two copies of each brochure for front/back display).

Unit 5: The Next Generation

Time: 30 hours

Unit Description

Students investigate, using primary and secondary research tools, and a business that has been founded by young adults. Topics covered can include the product line, the history of the company and its success, projections for the future, analysis of advertising and public relations reports, examples of the company's mission statement, logo and letterhead, and the probability of its success in their community. Students develop a promotional package that introduces an existing company into their community. The package may include: a poster or advertisement, a logo or letterhead, slides or overheads, a brochure or instructions, a letter or memo, a report, or a multimedia oral or video presentation to the class. The purpose of the oral presentation is to recruit new employees for their chosen organization. Self- and peer-assessment are an integral part of this unit. This unit can be part or all of the 30% final evaluation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
5.1 Research - Research Inc. 5 hours	IB1.02, IB1.03, CB1.02, CB3.04	Knowledge/ Understanding Thinking/ Inquiry Application Checklist	Companies Developed By the Next Generation - Investigation of the career profile of a young entrepreneur. - Introduction of the Culminating Activity for the Course – The Promotion of and Recruitment of a Company, with encouragement to seek out companies founded by young adults or newly developed companies. - Choose from a list prepared by the teacher of a company to promote (students may choose a company not on the list with the teacher's approval, e.g., locally owned company). - Identification of the audience and purpose of the promotional package followed by research of chosen company with audience and purpose in mind. - Production of a bibliography and summarized notes.

Cluster	Learning Expectations	Assessment	Focus
5.2 Language – Talking About This Generation 2.5 hours	IB1.01, IB1.03, IB2.01, CBV.01, CB1.02	Knowledge/ Understanding Thinking/ Inquiry Rubric	Language for the Target Market - Identification of the target market for the company. - Highlighting of business or technical language used in this field and addition to students' glossary of terms. This language, to be used in their promotion, should reflect the company and the audience.
5.3 Elements Package Deal 4 hours	IB2.04, CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application Checklist	Elements of a Promotional Package - Outline of the essential components of the package. - Choice for development of business communication in various forms, from the following groupings: - Visual Component – poster/advertisement, logo/letterhead, electronic presentation, slides/overheads; - Written Component – brochure/instructions, letter/memo, report; - Multimedia Component – oral or video presentation to class. - Choice of elements they are going to create for their promotion with submission of a rough outline of the contents of the package and conference with teacher.
5.4 Design – Destined to Design 15 hours	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02, CB3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application Self-Assessment Checklist for Peer-Assessment Assignment or Rubric (teacher evaluation)	Rough Draft, Revisions and Final Draft of Promotional Package - Review of main components of a multimedia presentation (content, design, delivery). - Creation, editing, and revision of drafts of promotional package, with encouragement to complete one component at a time, allowing for self and peer assessment, before teacher evaluation.

Cluster	Learning Expectations	Assessment	Focus
5.5 Presentation – There’s No Life Like It! 3.5 hours	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Rubric	Oral Presentation to Recruit New Employees - Review of Delivery Elements, encouraging the use of visual, auditory, and kinesthetic modes of delivery, with reminder that the purpose of the oral presentation is to recruit young adults to work for the chosen company. - Revision and presentation to the class as if they were the bank/town council.

Teaching/Learning Strategies

Language is best learned through activities that present stimulating ideas, issues, and themes which are meaningful to students. Teachers should use a wide variety of teaching/learning activities in all English programs to accommodate the diverse learning styles of students. They should select classroom activities that are based on diagnostic assessment of students’ individual needs, proven learning theory, and best practice. The units and culminating activities in this profile have been designed to give students the opportunity to engage in authentic tasks.

A variety of teaching strategies are suggested and modelled in the unit. These include the following:

- Whole class and small group discussion;
- Whole class and small group brainstorming;
- Reading and analysis of samples of business communications;
- Practice in editing and improving existing business communications;
- Creation of business communications;
- Research;
- Survey design and data collection;
- Oral presentations;
- Direct instruction;
- Development and use of charts and organizers;
- Notemaking and notetaking;
- Peer editing;
- Use of software applications;
- Glossary development;
- Career investigations.

Assessment & Evaluation of Student Achievement

Assessment is the systematic process of collecting information or evidence about student learning; evaluation is the judgment teachers make about the assessments of student learning based on established criteria. The units in this profile include suggestions for diagnostic, formative, and summative assessments. Diagnostic assessment is used to help determine a starting point for instruction. Formative assessment provides information to students as they are learning and refining their skills. Summative assessments, at the end of units and the course, give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student’s final mark and must be evaluated by the teacher based on individual student work

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, English teachers must use the assessment and evaluation strategies outlined on p. 13 of *Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12, 2000*. Embedded in this Course Profile are a wide variety of assessment strategies and tools available to teachers of English: teacher observation, oral presentations, interviews, business correspondence, reports, brochures, quizzes, tests, examinations, performance tasks, self-assessment, peer assessment, checklists, questions, and answers.

Checklists are widely used within the course as tools for self and peer assessment, especially early in the unit to provide formative feedback, as well as to assist with the preparation of culminating tasks for summative evaluation.

Because this profile has been developed using the “design down” model, the Course Profile writers began their work by designing culminating tasks or activities for each of the five units that addressed the overall expectations, and by working backwards from there. A culminating activity is a summative evaluation which provides an opportunity for individual students to perform, create, or demonstrate significant skills and knowledge. Culminating activities have a real world context, involve higher-level knowledge and skills than could be achieved through an isolated application, and establish clear criteria and levels for judging the quality of the performance. Task-specific rubrics are an effective way to assess culminating activities and have been included with Unit 3 in this profile.

Rubrics focus student attention on the specific knowledge and skills embedded in particular assignments. When they are combined with exemplars of student work, rubrics clarify the possible improvements and identify the next steps for students. Teachers should collect samples of student products to use as exemplars. Actual business communications can also be used as exemplars.

Specific diagnostic activities are not built into the beginning of the units, but it is expected that teachers continue to plan their own classroom instruction on a daily basis, using the results of ongoing diagnostic assessment of their students’ learning needs. Each unit does include learning tasks and appropriate formative assessments, which support the learning to be demonstrated in the culminating task.

The student’s final percentage grade is based on achievement only.

Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The learning skills are the ability to work independently, teamwork, organization, work habits/homework, and initiative. It is important to stress the connection between learning skills and skills required for the workplace or post-secondary destinations, and to model and instruct these skills.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. In this course, Unit 5 can constitute the final evaluation.

Accommodations

Exceptional students should have every opportunity to achieve the learning expectations set out in Ontario Curriculum policy documents. Teachers should consult individual student IEPs for specific direction on accommodations for individuals. Accommodations for each unit are provided.

Accommodations for this course could include:

- Conducting group work in heterogeneous groups;
- Providing charts for recording information;
- Providing a tape recorder for recording information;
- Providing additional opportunities for rehearsal;
- Providing more time;
- Providing step-by-step instructions;

- Pairing students to assist with technology;
- Allowing students to use technology applications with which they are comfortable;
- Allowing for the use of pre-written notes;
- Providing peer assistance;
- Focusing on the use of simple presentation techniques;
- Providing the option of presenting to a small group or on video tape.

The profile writers have also built a significant amount of student choice into the suggested learning and assessment activities to support the needs of exceptional students, including gifted students. The teacher may make adjustments to accommodate the range and diversity of cultural understandings possible within the classroom, and accommodations may be necessary for the success of students for whom English is a second language.

Some reading, language, writing, and technology expectations may need to be revisited, reviewed, re-taught, and practised regularly before all students are able to achieve and maintain them at an appropriate level.

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos in the Teaching/Learning Strategies. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy license and that resources they wish to use are covered by this license. Before screening videos for the students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette license from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Non-Print

http://directory.google.com/Top/Health/Home_Health/Home_Care/Service_Providers

<http://strategis.gc.ca/cdncc>

www.1212.com/rec/can/homeP.html

www.amazon.com

www.apple.com

www.broadcast.com

www.business.com

www.canadabrowser.com

www.cmc.ca/about/corporation/plan/Module5/mod5.4.html

www.cnn.com

www.dell.com

www.gateway.com

www.hgtv.com

www.hoovers.com/company/detail/0,2417,20_4084,00.html

www.hsbc.ca/english/our_world/hsbc_securities.asp

www.ldlhr.com

www.mertus.org/gardening
www.morpheus.com
www.naptster.com
www.nrc.ca/ibc/canada/com-provincial.html
www.petsmart.com
www.pixar.com
www.randburg.com
www.robmagazine.com
http://yellowpages.pl/ca/336482/Health/Home_Health

Print

Adler, Ronald B. and Jeanne M. Elmhorst. *Communication at Work: Principles and Practices for Business and the Professions*. Boston: McGraw Hill, 1999. ISBN 0-07-303433-9

Barclay, S., J. Coghill, and P. Weeks. *Canadian Students' Guide to Language, Literature, and Media*. Toronto: Oxford University Press, 2001. ISBN 0-19-541675-9

Blicq, Ron. *Communicating at Work*. Scarborough: Prentice-Hall, 1997. ISBN 0-13-324674-4

Davies, Richard and Glen Kirkland. *Canadian Writer's Handbook*. Toronto: Gage, 2000. ISBN 0-7715-1747-5

Ellerby, J. L., L. E. Pinto, and V. E. Brady. *Insights: Succeeding in the Information Age*. Toronto: Irwin Publishing, 2001. ISBN 0-7725-2873-X

Guffey, Mary Ellen and Brendan Nagle. *Essentials of Business Communication*. Scarborough: Nelson, 1997. ISBN 0-17-605610-6

Huseman, R., D. Stockmayer, J. Lahiff, and J. Penrose. *Business Communication: Strategies and Skills*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-3451-5

Kretchman, M.Lily. *The Language of Business Communication*. Toronto: John Wiley & Sons, 1988. ISBN 0-471-79677-8

MacLennan, Jennifer. *Effective Business Writing*. Scarborough: Prentice-Hall, 1995. ISBN 0-13-301391-X

Markel, Mike. *Technical Communication Essential*. Scarborough: Nelson, 1996.

Markel, Michael H., and Helen Holmes. *Technical Writing: Situations and Strategies*. Scarborough: Nelson, 1994. ISBN 0-17-604181-8

Northey, Margot. *Impact: A Guide to Business Communications*. Scarborough: Prentice-Hall, 1998. ISBN 0-13-838939-X

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2002. ISBN 0-17-619717-6

Saliani, Dom. *Communicate! Ontario Teacher's Guide*. Scarborough: Nelson, 2002. ISBN 0-17-619489-4

Sammons, Martha C. *The Internet Writer's Handbook*. Boston: Allyn and Bacon, 1999. ISBN 0-205-28784-0

OSS Considerations

Career choices are highlighted in this course through the use of a career investigation at the beginning of each unit. The use of technology is also highlighted in each unit, with students having opportunities to use a variety of software applications as well as the Internet, and to understand how these applications and communications hardware are used in business and technology. Connections to student experience in other courses, and opportunities for workplace connections are also made throughout the course. This course may be counted as an optional credit or an additional compulsory credit for diploma purposes.

Coded Expectations, Communication in the World of Business and Technology, Grade 12, Open, EBT4O

Investigating Business and Technical Communications

Overall Expectations

- IBV.01** · demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences;
- IBV.02** · identify characteristics of written, oral, and visual business and technical communications;
- IBV.03** · explain the role of technology in producing effective business and technical communications.

Specific Expectations

Understanding Business and Technical Communications

- IB1.01** – identify topics and issues in a variety of business and technical communications, including reports, business letters, memos, manuals, instructions, brochures, contracts, and instructional videos (e.g., record the main idea and supporting details in a report on job sharing and flexible hours; summarize key information in a warranty or an insurance policy);
- IB1.02** – identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public;
- IB1.03** – identify the specific purpose and audience for a variety of business and technical communications (e.g., discuss whether an instructional manual has been written for experts or a general audience; develop criteria to determine whether a business letter or an instructional video is designed to inform or persuade);
- IB1.04** – select and use appropriate strategies to understand business and technical communications (e.g., read headings to preview the content of a report or manual; role-play and exchange responses with a colleague to clarify understanding of an insurance policy; generate questions after viewing a training video).

Analysing Business and Technical Communications

- IB2.01** – identify the characteristics of effective business and technical communications, including clarity, accuracy, comprehensiveness, accessibility, conciseness, and correctness (e.g., explain how the use of specialized language can contribute to the accuracy and conciseness of a memo; describe how a plain-language style can increase the clarity and accessibility of instructions);
- IB2.02** – identify specific elements of business and technical communications and describe their purpose (e.g., elements such as tables of contents, headings, marginal notes, tables, charts, diagrams, graphics, images, appendices, indexes, and glossaries);
- IB2.03** – explain how elements of business and technical communications can be used to enhance their effectiveness and meet the needs of an audience (e.g., compare the effects of using a chart or text to convey data; discuss the contribution of diagrams and illustrations in a multimedia presentation for a general audience);
- IB2.04** – identify the organizational patterns of business and technical communications, with an emphasis on sequential, chronological, spatial, order-of-importance, problem-solution, comparison-and-contrast, and cause-and-effect patterns (e.g., identify the use of sequential organization in instructions; identify words that denote spatial relationships in an instruction manual; determine the organizational pattern used in an incident report).

Understanding the Role of Technology in Business and Technical Communications

- IB3.01** – explain the role of audio, visual, and telecommunications equipment, computer hardware and software, and presentation and desktop publishing programs in producing clear and effective business and technical communications;
- IB3.02** – demonstrate an understanding of how sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, and scanners can clarify the meaning and enhance the visual impact of business and technical communications.

Creating Business and Technical Communications

Overall Expectations

- CBV.01** · produce written, oral, and visual business and technical communications for specific purposes and audiences;
- CBV.02** · use technology appropriately to clarify the meaning and enhance the impact of business and technical communications;
- CBV.03** · assess their own and others' business and technical communications.

Specific Expectations

Producing Business and Technical Communications

- CB1.01** – use the forms, elements, and organizational patterns of business and technical communications to communicate effectively (e.g., apply knowledge of how people read informational texts to plan an effective brochure; use directional and sequencing words and phrases to assist the reader in understanding written procedures; make an oral report using a cause-and-effect structure);
- CB1.02** – use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues (e.g., gather information from consumer reports to use in a memo recommending a purchase; use simulations, role-plays, and case studies to understand different perspectives on issues such as customer relations);
- CB1.03** – select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience (e.g., organize key information for a video recognizing the achievements of employees; adapt the content of a memo to meet the needs of different audiences, such as an expert, a manager, a technician, or the general public);
- CB1.04** – use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);
- CB1.05** – revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications (e.g., revise a business letter to include only the necessary details; rewrite a paragraph to express key ideas in point form; use software and on-line tutorials to revise, edit, proofread, and format business and technical communications).

Enhancing Business and Technical Communications

- CB2.01** – use a variety of audio, visual, and electronic aids to produce effective business and technical communications (e.g., leave clear, straightforward, and succinct voice-mail messages; select the appropriate features from a presentation-software program to emphasize key ideas);
- CB2.02** – use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications.

Assessing Their Own Business and Technical Communications

- CB3.01** – assess the content and style of business and technical communications they have produced (e.g., discuss in a group the content and visual appeal of a classmate's brochure; develop criteria to assess their own business and technical communications);
- CB3.02** – assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions (e.g., work with a partner to identify strengths and weaknesses of a draft of a report; use peer conferences and rubrics to provide feedback about a final product);
- CB3.03** – explain the creative choices made to enhance the effectiveness of their own business and technical communications;
- CB3.04** – demonstrate an understanding of the knowledge and skills required for success in various careers in business and technical communications (e.g., use guest speakers, field trips, and interviews to investigate the use of business and technical writing skills in various occupations; set goals for personal improvement in business and technical communications).

Unit 3: Report on Business

Time: 30 hours

Unit Description

Students develop skills in report writing. Students examine the elements of a business report, and identify organizational patterns used in a variety of reports. They investigate different report styles and comment on the effective strategies used. Students practise a variety of technological aids to enhance pre-written, text-only reports. They use fact sheets for different companies as the basis for a brief written report to a selected audience. Students choose a company that provides services to a target market to research with the approval of the teacher, and investigate such topics as its history, economic success, projected success, workforce, locations, design, technology, and other pertinent information. The culminating activity is the design and presentation of a written report for the company's annual meeting for shareholders.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
3.1 Market Research 5 hours	IBV.01, IBV.02, CBV.01, IB1.01, IB1.02, IB1.03, IB2.01, CB1.01, CB1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Career Investigation of Editors or Word Processing Operators - Discussion of the needs and interests of mature adults as a target market, especially as related to their responsibilities. - Identification of the elements of primary and secondary research (interviews, surveys, questionnaires, Internet, print sources). - Design and implementation of a primary resource tool to research the target market. - Identification of safety issues (environment, strangers, privacy) involved in conducting interviews. Identification of interests, needs and of possible companies that serve the target market based on primary research. - Generation of a list of companies that could be researched in this unit.
3.2 Seeking Order 3 hours	IBV.01, IBV.02, IB1.02, IB1.03, IB1.04, IB2.01, IB2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- Introduction of different organizational patterns in writing such as analysis, cause and effect, chronological, illustration, and problem/solution. - Introduction of strategies to be used when reading reports. - Implementation of reading strategies and identification of, in chart form, organizational patterns used in sample reports aimed at the Target Market. - Identification of the terminology which focuses on this audience. - Development of a list of terms that should be used in a report. These terms should be included in student glossary.

Activity	Learning Expectations	Assessment Categories	Tasks
3.3 Reporting – It's Elementary 7 hours	CBV.01, CB1.01, CB1.02, CB1.03, CB1.05	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- The elements of a report: format (introduction, body, conclusion), visual elements, establishing credibility. - Demonstration of the relationship between the elements of the report, the organizational pattern, and the audience and purpose. - Choice of a company to investigate and complete a report on. - Investigation of the issues and information essential to the report and creation of a rough draft of headings. - Implementation of secondary and if possible, primary research on the company of choice. - Determination of what visual support is necessary in the report. - Creation of a rough draft text of their report, with accompanying source. - Assessment of work to date and suggestions for improvement. - Revision of rough draft.
3.4 Eye Catching Reports 7 hours	CBV.01, CBV.02, CBV.03, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- Review of technology used to date. - Demonstration of its use in report writing. - Introduction of new technology. - Practice of the above techniques on pre-typed reports. - Application of appropriate new techniques to the rough draft of their report. - Use of a checklist for peer and self-assessment. - Revision of rough draft, production, and submission of a polished report.
3.5 Presentations with Pizzazz! 7 hours	CBV.01, CBV.02, CBV.03, IB3.01, IB3.02, CB1.01, CB1.02, CB1.03, CB1.04, CB1.05, CB2.01, CB2.02, CB3.01, CB3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- Introduction of the essentials of presentations. - Introduction of visual presentation techniques: slides, overheads, videotape, flip chart. - Choice of the medium and preparation of a plan for presentation. - Practice of presentation in front of a peer for feedback. - Presentation of report to the class.

Activity 3.1: Market Research

Time: 5 hours

Description

Students discuss mature adults as a target market, and how their needs are related to their responsibilities, sometimes being characterized as the “Sandwich Generation.” Students design and implement a primary research tool with the purpose of building a list of companies that service this demographic group. This activity offers a mix of teacher-directed, student-centred, and independent learning, and introduces the culminating activity for the unit.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications

Overall Expectations

IBV.01 - demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences;

CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences.

Specific Expectations

IB1.02 - identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public;

IB1.03 - identify the specific purpose and audience for a variety of business and technical communications;

IB2.01 - identify the characteristics of effective business and technical communications, including clarity, accuracy, comprehensiveness, accessibility, conciseness, and correctness;

CB1.01 - use the forms, elements, and organizational patterns of business and technical communications to communicate effectively;

CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues.

Prior Knowledge & Skills

- Research and interview skills
- Knowledge of graphic organizers
- Knowledge of brainstorming

Planning Notes

- Collect materials suitable to the discussion of the “Sandwich Generation” or of the responsibilities of adults in their mid-life.
- Collect stories in anthologies or other resources that demonstrate the needs of this generation.
- Review ethical and safety procedures for use of the Internet.

Teaching/Learning Strategies

3.1.1 – Student Activity: Students identify the family and economic responsibilities their parents have, and then read and respond to an essay or article relating to the topic. Students review the assignment for the culminating activity.

Teacher Facilitation: The teacher introduces the topic and poses questions about family and work responsibilities, especially responsibilities to care for both younger and older generations, and the stresses they may produce. (The teacher must be sensitive to different cultural approaches to caring for older members of the extended family.) The teacher provides an essay or article. The teacher introduces the culminating activity for this unit, which will involve the research and writing of a report on a company that caters to this group, sometimes referred to in North America as the “Sandwich Generation,” as a target market.

3.1.2 – Student Activity: Students read a short story and make note of how families function in different cultures. Students share information about their own experiences. Students read a short story and reflect on their own family situations, sharing relevant experiences within a group.

Teacher Facilitation: Teacher facilitates the group discussion.

3.1.3 – Student Activity: Students brainstorm needs and interests of this group based on their knowledge of parents and relatives or experience with adults they know. Students record list from chart paper in notes for future reference.

Teacher Facilitation: Teacher facilitates brainstorming activity.

3.1.4 – Student Activity: As a class, students brainstorm companies and services that serve this group. Students categorize the list and record in their own notes, e.g., Fitness and Health, Money Management, Travel, Home Decorating. Students draw on experiences from other courses such as Physical and Health Education, Social Science, and Business Studies.

Teacher Facilitation: Teacher may have to facilitate the brainstorming by suggesting companies and services related to these needs and interests.

3.1.5 – Student Activity: Students read text and make notes on the various elements of primary research. Students design a primary research tool that the class can use to gather information about this group as a target market, by interviewing and implementing it in a safe environment, with family members. Students refer to the checklists and model interview format in Appendices 3.1.1 and 3.1.2.

Teacher Facilitation: Teacher reviews the elements of primary research (interviews, surveys, questionnaires) and introduces research assignment. Teacher stresses the importance of practising safe procedures when conducting primary research. An outline for an interview, along with criteria for determining the suitability of the interviewee and conducting an interview, are included in Appendices 3.1.1 and 3.1.2.

3.1.6 – Student Activity: Students implement primary research tools and record their findings. In groups, students compile a list of companies or services that were mentioned in their findings, which will be submitted to the teacher.

Teacher Facilitation: Teacher establishes criteria for implementing the primary research tool (safety, courtesy, and suitability of interviewee). Teacher monitors groups while they discuss their findings.

3.1.7 – Student Activity: Students compare and contrast their earlier brainstormed list with their research findings. Students summarize the research process (Appendix 3.1.3) and what they have learned about this demographic group through the course of this activity. Students collect data from groups and compile a master list on chart paper.

Teacher Facilitation: Teacher uses rubric to assess individual research tools and results. Teacher may use this time to compare how different cultures view the responsibilities associated with this generation.

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Task	Tool	Achievement Chart Categories
Designing and Conducting Research Interviews	Student Checklist	K/U, T/I, C, A
Interview	Rubric – Teacher Assessment	K/U, T/I, C, A
Research Process	Student Checklist	K/U, T/I, C, A

Accommodations

- Check with student IEPs for guidance on specific accommodations appropriate for this activity, and the remainder of the activities in this unit.
- Provide charts for recording information.
- Tape recorder may be used for the interview, as long as the interviewee is informed beforehand.
- Provide additional opportunities for rehearsal

Resources

Barclay, S., J. Coghill, and P. Weeks. *Canadian Students' Guide to Language, Literature, and Media*. Toronto: Oxford University Press, 2001. ISBN 0-19-541675-9, pp. 323-324

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2002. ISBN 0-17-619717-6

Saliani, Dom. *Communicate!* Ontario Teacher's Guide. Scarborough: Nelson, 2002.

ISBN 0-17-619489-4

Activity 3.2: Seeking Order

Time: 3 hours

Description

Students practise different types of organizational patterns in writing and useful strategies for reading reports. In order to study the target market, students read articles specific to this demographic group and identify relevant terminology. Students develop a glossary of these terms and submit it for evaluation.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications

Overall Expectations

IBV.01 - demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences;

IBV.02 - identify characteristics of written, oral and visual business and technical communications.

Specific Expectations

IB1.02 - identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public;

IB1.03 - identify the specific purpose and audience for a variety of business and technical communications;

IB1.04 - select and use appropriate strategies to understand business and technical communications;

IB2.01 - identify the characteristics of effective business and technical communications, including clarity, accuracy, comprehensiveness, accessibility, conciseness and correctness;

IB2.04 - identify the organizational patterns of business and technical communications, with an emphasis on sequential, chronological, spatial, order-of-importance, problem-solution, comparison-and-contrast, and cause-and-effect patterns.

Prior Knowledge & Skills

- Knowledge of format conventions
- Knowledge of writing conventions
- Knowledge of variety of reading strategies

Planning Notes

- Locate resources that allow students to observe various organizational patterns in writing (texts such as *Oxford Guide to Language and Literature* would be useful).
- Identify suitable text(s) that allow students to experience a range of strategies useful for reading reports.
- Collect articles dealing with the target market from magazines, newspapers, etc.
- Prepare chart for students to identify article, organizational pattern, and terms.

Teaching/Learning Strategies

3.2.1 – Student Activity: Students read a sample report and identify the organizational pattern. Students offer suggestions as to other methods of organizing writing (e.g., cause and effect, chronological, illustration, analysis, problem/solution) and develop a list of writing patterns. Students should be able to draw on organizational patterns they have used in previous English courses.

Teacher Facilitation: Teacher provides students with a report and they identify how it is organized. Students suggest other ways of organizing writing.

3.2.2 – Student Activity: Students read a sample report using reading strategies, such as scanning, graphics, prior knowledge, organizational patterns, audience and purpose, that they can implement for efficient reading of information. Students make notes on the different strategies to use when reading for information.

Teacher Facilitation: Teacher provides a sample report from 3.2.1 (or another report) to demonstrate techniques of reading for information.

3.2.3 – Student Activity: Students read article(s). Students create and fill in an organizational chart detailing patterns, strategies and terminology (glossary).

Teacher Facilitation: Teacher provides copies of articles dealing with topics of interest to this demographic group and asks students to identify the organizational pattern, reading strategies, and terminology that are unique or specific to this demographic group.

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Task	Tool	Achievement Chart
Identification of Organizational Patterns Chart	Checklist	K/U, T/I
Glossary of Terms	Rubric – Teacher Assessment	K/U, T/I, C

Accommodations

- Provide articles suitable for a range of reading ability.

Resources

Barclay, S., J. Coghill, and P. Weeks. *Canadian Students' Guide to Language, Literature, and Media*. Toronto: Oxford University Press, 2001. ISBN 0-19-541675-9

Ellerby, J. L., L. E. Pinto, and V. E. Brady. *Insights: Succeeding in the Information Age*. Toronto: Irwin Publishing, 2001. ISBN 0-7725-2873-X

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2002. ISBN 0-17-619717-6

Activity 3.3: Reporting – It's Elementary

Time: 7 hours

Description

Students help to create a model report using what they have learned about the elements of a report and organizational patterns. Students synthesize all they have learned in the previous activities and apply this knowledge to the study of a real-life company. Students will choose a company that provides services to the target market and begin researching and writing a report.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications,
Creating Business and Technical Communications

Overall Expectations

CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences.

Specific Expectations

CB1.01 - use the forms, elements, and organizational patterns of business and technical communications to communicate effectively;

CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues;

CB1.03 - select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience;

CB1.05 - revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications.

Prior Learning

- Research skills
- Ability to interpret and present graphic information

Planning Notes

- Identify resources (texts) to help illustrate elements of a report.
- Provide access to these resources for research (Internet, print, etc.).
- Provide a rubric to assess students' rough drafts.
- Review ethical and safety procedures regarding the use of the Internet.

Teaching/Learning Strategies

3.3.1 – Student Activity: Students review prior knowledge of the elements of a report format, visual elements, and establishing credibility. Students create a theory note on the various elements of a report.

Teacher Facilitation: Teacher reviews and reinforces students' knowledge.

3.3.2 – Student Activity: Students choose a topic for their report (e.g., What are the causes and effects of investing in fitness?) and create a model report using one of the organizational patterns (e.g., cause and effect).

Teacher Facilitation: Teacher reviews the relationship between the elements of the report, the organizational pattern, and the audience and purpose.

3.3.3 – Student Activity: Students choose a company from the master list created in Activity 3.1 (or other, with teacher approval). Students identify the issues and information relevant to the focus of their company's report (company history, product development, and innovations). Students conduct secondary, and if possible, primary research to establish whether there is sufficient material available on this particular company.

Teacher Facilitation: Teacher establishes expectations to be fulfilled by the writing of the report. Teacher informs students that this report is to be presented at the shareholders' annual meeting.

3.3.4 – Student Activity: Students locate primary (if possible) and secondary information for their report and determine the amount of visual support necessary (charts, graphs, pictures). Students create a rough draft of their report, listing their sources.

Teacher Facilitation: Teacher facilitates students with locating information and including visual support.

3.3.5 – Student Activity: Students review report, consider teacher suggestions and revise accordingly.

Teacher Facilitation: Teacher assesses rough draft with rubric and offers suggestions for improvements.

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Task	Tool	Achievement Chart
Writing a Report	Rubric	K/U, T/I, C, A

Resources

http://directory.google.com/Top/Health/Home_Health/Home_Care/Service_Providers

<http://strategis.gc.ca/cdncc>

www.1212.com/rec/can/homeP.html

www.amazon.com

www.apple.com

www.broadcast.com

www.business.com

www.canadabrowser.com

www.cmc.ca/about/corporation/plan/Module5/mod5.4.html

www.cnn.com

www.dell.com

www.gateway.com

www.hgtv.com

www.hoovers.com/company/detail/0,2417,20_4084,00.html

www.hsbc.ca/english/our_world/hsbc_securities.asp

www.ldlhr.com

www.mertus.org/gardening

www.morpheus.com

www.naptster.com

www.nrc.ca/ibc/canada/com-provincial.html

www.petsmart.com
www.pixar.com
www.randburg.com
www.robmagazine.com
http://yellowpages.pl/ca/336482/Health/Home_Health

Activity 3.4: Eye-Catching Reports

Time: 7 hours

Description

The teacher reviews technology that can enhance business and technical writing. A diagnostic assessment of student proficiency in a variety of audio, visual, and electronic aids determines which aids should be introduced to the students. Students explore technologies such as graphics, ClipArt, scanner, charts, graphics, and desktop publishing. Students have the opportunity to practise the use of these aids and their writing skills by reformatting and rewriting pre-typed reports provided by the teacher. Students apply appropriate enhancement techniques to the rough draft of their report. Students use a checklist for peer and self-assessment of the rough draft and revise accordingly.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications,
Creating Business and Technical Communications

Overall Expectations

CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences;
CBV.02 - use technology appropriately to clarify the meaning and enhance the impact of business and technical communications;
CBV.03 - assess their own and other's business and technical communications.

Specific Expectations

CB1.01 - use the forms, elements, and organizational patterns of business and technical communications to communicate effectively;
CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues;
CB1.03 - select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience;
CB1.04 - use graphics effectively in business and technical communications;
CB1.05 - revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications;
CB2.01 - use a variety of audio, visual, and electronic aids to produce effective business and technical communications;
CB2.02 - use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications;
CB3.01 - assess the content and style of business and technical communications they have produced;
CB3.02 - assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions.

Prior Knowledge & Skills

- The use of technology to edit styles, colours, fonts, signposts, graphics, headings
- Word processing, electronic slide presentation, and spreadsheet software

Planning Notes

- Determine the level of students' proficiency with technology.
- Prepare activities in report form to allow for student practice.
- Link the computer to a screen so that changes and formatting can be shown to the entire class.
- Review the importance of the four Cs (courteous, clear, concise, and correct) when writing business reports.
- Plan for use of technology by booking labs.

Teaching/Learning Strategies

3.4.1 – Student Activity: Students reformat a document with specific instructions regarding font, colour, graphics, headings, and other format features. Students draw on their experience from other courses where they have used technology.

Teacher Facilitation: The teacher observes the proficiency with which students make the specified changes and determines what skills students already possess and those that require instruction (Appendix 3.4-1).

3.4.2 Student Activity: Students practise technology that enhances business and technical writing and demonstrate its use in report writing.

Teacher Facilitation: Teacher introduces technology through use of overheads and examples of business reports, and brochures. Formatting changes can be shown on a screen hooked up to the computer so students may make changes at the same time as the teacher. Some of the technology that could be demonstrated includes use of a scanner, charts and graphs, cut and paste from the Internet, desktop publishing, ClipArt, and watermarks. The teacher assists students with application of the new and previously learned technology.

3.4.3 Student Activity: Students reread their reports analytically, looking for a format that will enhance the message they wish to send. They fill out a Plan for Revision that proposes changes to their report based on purpose, audience, organizational pattern, the four Cs, visual appeal. (Appendix 3.4.2)

Teacher Facilitation: The teacher provides feedback on the rough draft and offers suggestions for improvement.

3.4.4 Student Activity: Students apply appropriate new techniques to the rough draft of their report to enhance the report's purpose and focus on the audience, and provide a clear, concise message and visual appeal.

Teacher Facilitation: The teacher assists students with application of the new and previously learned technology.

3.4.5 Student Activity: Students submit their revised report to a peer for evaluation. A checklist is provided to act as a guide for evaluation. (Appendix 3.4-3)

Teacher Facilitation: The teacher reinforces the importance of peer assessment as a tool for improving student work and encourages students to make anecdotal comments and use the checklist.

3.4.6 Student Activity: Students revise their rough drafts after reading their peer-assessment. They submit a final report to the teacher.

Teacher Facilitation: The teacher reviews the rubric used to evaluate the students' reports and encourages the application of positive comments from the students' peers. The teacher makes suggestions that encourage the submission of a final report. (Appendix 3.4-4)

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Task	Tool	Achievement Chart
Formatting Technology – Diagnostic Assessment	Teacher Checklist	K/U
Report Revision Plan	Anecdotal Report	K/U, T/I, C
Peer and Self-Assessment of Rough Draft of Report	Checklist	K/U, T/I, C
Student-Revised Reports	Rubric	K/U, T/I, C, A

Resources

Barclay, S., J. Coghill, and P. Weeks. *Canadian Students' Guide to Language, Literature, and Media*. Toronto: Oxford University Press, 2001. ISBN 0-19-541675-9. pp. 184-225.

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2002. ISBN 0-17-619717-6

Activity 3.5: Presentations with Pizzazz!

Time: 8 hours

Description

The teacher introduces the essentials of presentations such as knowledge of topic, voice, body language, and visuals. The teacher also introduces visual presentation techniques such as electronic slide presentations, slides, overheads, videotapes, and flip charts. Students practise the implementation of these techniques on a sample report. Students choose the presentation technique(s) they wish to use when presenting their own report and prepare a presentation plan. The students determine the best plan for presentation after conferencing with their peers and teacher. Students present their report to the class using a variety of presentation techniques and software.

Strand(s) & Learning Expectations

Strand(s): Investigating Business and Technical Communications,
Creating Business and Technical Communications

Overall Expectations

CBV.01 - produce written, oral, and visual business and technical communications for specific purposes and audiences;

CBV.02 - use technology appropriately to clarify the meaning and enhance the impact of business and technical communications;

CBV.03 - assess their own and other's business and technical communications;

IBV.03 - explain the role of technology in producing effective business and technical communications.

Specific Expectations

IB3.01 - explain the role of audio, visual, and telecommunications equipment, computer hardware and software, and presentation and desktop publishing programs in producing clear and effective business and technical communications;

IB3.02 - demonstrate an understanding of how sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, and scanners can clarify the meaning and enhance the visual impact of business and technical communication;

CB1.01 - use the forms, elements, and organizational patterns of business and technical communications to communicate effectively;

CB1.02 - use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues;

- CB1.03 - select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience;
- CB1.04 - use graphics effectively in business and technical communications;
- CB1.05 - revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications;
- CB2.01 - use a variety of audio, visual, and electronic aids to produce effective business and technical communications;
- CB2.02 - use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications;
- CB3.01 - assess the content and style of business and technical communications they have produced;
- CB3.02 - assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions.

Prior Knowledge & Skills

- Word processing software applications
- Knowledge of report-enhancing technology
- Presentation skills from a variety of other courses
- Ability to identify purpose and audience
- Ability to develop communication strategies appropriate to purpose and audience of report

Planning Notes

- Consider modelling appropriate presentation techniques.
- Determine the order in which students will present.
- Provide brief, pre-planned reports that students may format, using various presentation techniques.
- Provide a presentation plan that leads students toward creating an effective presentation.
- Provide an assessment checklist.
- Provide a Request for Equipment Form for students.
- Provide necessary technology for presentations (overhead projector, LCD, TV and VCR).
- Consider how to prepare students for dealing with technological glitches.
- Consider how to provide a safe environment for student presentation of information in the class.

Teaching/Learning Strategies

3.5.1 – Student Activity: Students brainstorm about what holds their attention when a lesson is being taught. After observing the teacher present a lesson, students record the important aspects of presenting information. Students can draw on any previous educational experience.

Teacher Facilitation: Teacher addresses the essentials of presenting information (content, design, delivery) in an electronic presentation or on an overhead if this technology is not available. Teacher reviews the three learning modalities (auditory, visual, and kinesthetic) and the importance of using all three in presentations. The teacher emphasizes the importance of constructive criticism when improving student work.

3.5.2 – Student Activity: Students review or record instructions for implementing various presentation technologies. The presentations could include a variety of techniques such as electronic presentations, slides, overheads, videotapes, and flip charts. Students practise the implementation of the various techniques on a pre-planned body of information.

Teacher Facilitation: Teacher demonstrates a variety of presentation techniques daily. Teacher facilitates student implementation of these techniques.

3.5.3 – Student Activity: The students review their report, focusing on the audience and purpose. They highlight the main points that they wish to present as content. Students choose the design and mode(s) of delivery they wish to use when presenting their report. Students prepare the presentation of their report according to the plan they have developed. They should be able to justify their choices for presentation when questioned by their peers.

Teacher Facilitation: Teacher facilitates their choices and reinforces the importance of focusing on the audience and the vocabulary appropriate for the target market. Grouping of information into categories is encouraged. The teacher reviews the importance of using key words instead of sentences to make a point, choosing font, colour, and highlighting techniques to suit the audience and choosing visuals and sound to further enhance purpose. The teacher facilitates students' application of new software and technology.

3.5.4 – Student Activity: Students practise their report presentation in front of a peer who assesses them using a checklist. Changes, if necessary, are made to the presentation after the assessment (Appendix 3.5-1).

Teacher Facilitation: The teacher establishes a safe environment in which presentations may be made, providing some constructive criticism if necessary.

3.5.5 – Student Activity: Students present their reports to the class, using a variety of techniques and software, and answer any questions that the audience may have.

Teacher Facilitation: The teacher ensures that a safe environment for speaking is available. They also prepare questions to ask the speaker regarding their topic (Appendix 3.5-2).

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Task	Tool	Achievement Chart Categories
Assessing Presentation	Student Checklist	K/U, T/I, C, A
Plan for Presentation	Anecdotal/Rubric	K/U, T/I, C, A
Peer Assessment	Presentation Checklist	K/U, T/I, C, A
Report Presentation	Rubric – Teacher Assessment	K/U, T/I, C, A

Resources

Ellerby, J.L., L.E. Pinto, and V. Esposito Brady. *Insights: Succeeding in the Information Age*. Toronto: Irwin Publishing, 2001. ISBN 0-7725-2873-X pp. 159-168

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2002. ISBN 0-17-619717-6 pp. 253-260

Saliani, Dom. *Communicate!* Ontario Teacher's Guide. Scarborough: Nelson, 2002. ISBN 0-17-619489-4

Appendix 3.1.1

Checklist For Designing And Conducting Research Interviews

Designing an Interview

Criteria	Achieved	Possible Improvements
Purpose of the interview is clearly explained.		
Questions are clear and well-organized.		
Questions are open ended, requiring more than a one-word answer.		
Questions move from general to specific in nature.		
Interviewer is prepared to ask related questions to elicit more information.		

Conducting an Interview

Criteria	Achieved	Possible Improvements
Interviewee is appropriate to my needs.		
Interviewer came to interview well-prepared and on time.		
Interviewer was a polite, active listener.		
The interview stayed on topic.		
Interview was conducted courteously and professionally.		
A note was sent to the interviewee thanking him/her for his/her time.		
Notes were taken of any quotations, ideas, insights that pertained to the purpose of the interview.		

Appendix 3.1.2

Interview Outline

Teacher Note: Please be aware that the following outline is a suggestion only. The teacher should encourage the students to develop interview questions that encompass the cultural elements of the communities they live in. Students should also be reminded of the safety issues involved in interviewing (speaking with strangers, safe environment, not giving out personal information).

Interviewee Criteria

The interviewee must:

- a. have children or be responsible for parenting a child
- b. care for, or be responsible for, a senior person

Purpose of the Interview

This interview will attempt to discover the interests and needs of people who are presently involved in parenting and play an active role as a son or daughter in the lives of their parents or a senior. Students will be able to list companies that service these interests and needs.

Interviewee Information – Gather relevant personal information which could include:

1. Gender:
2. Age of Interviewee: (use a range) 25-34, 35-44 etc.
3. Age of Children:
4. Age Range of Parent (Senior):
5. Physical Proximity to Parent:

Develop Questions Regarding Children such as:

1. In what ways do you spend the most time with your child (children) (e.g., meal preparation, watching TV, homework, sports, music, chauffeuring)?
2. What concerns do you have regarding your child's/children's future education/employment?
3. What resources or services have you used to help your parents or your children?

Develop Questions Regarding Senior Persons such as:

1. In what ways do you assist/help an older person for whom you feel a sense of responsibility (e.g., meal preparation, shopping, home maintenance, visiting, health care)?
2. What concerns do you have regarding these people's health and welfare?
3. What resources or services have you used or anticipate a need for in the future?

Develop Questions Regarding Interviewee such as:

1. In what activities do you take part? (please name specific resources that you use in each area)
 - a. Household Activities (meal preparation, cleaning)
 - b. Social Activities (church, family, community centre)
 - c. Reading (magazines, newspapers, books)
 - d. Computers (games, websites, search engines, chat lines)
 - e. Entertainment (television, movies, restaurants, music, sports and fitness, tours, craft shows, do-it-yourself demonstrations, classes/courses)
 - g. Other (questions should be developed according to the students' community and its makeup)

Appendix 3.1.3

The Research Process Student Checklist (self assessment)

Criteria	Achieved	Possible Improvements
Did I establish a central purpose and research needs?		
Have I considered a wide range of appropriate primary and/or secondary sources, e.g., magazines, Internet, books, newspapers?		
Does my research move from general to specific?		
Have I made appropriate selections of sources based on relevance to topic, reliability, variety of perspectives, degree of bias?		
Have I recorded the information in a systematic way?		
Have I recorded the sources of all information?		
Have I classified or categorized the information appropriately and effectively?		
Have I created notes and graphic organizers to represent the information effectively?		

Appendix 3.2.1

Identification of Organizational Patterns Chart

Report Title	Organizational Pattern	Justification for Choice of Pattern	Strengths of Pattern

Appendix 3.2.2

Glossary of Terms Rubric

Expectations	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Definitions	- demonstrates limited understanding of the vocabulary	- demonstrate some understanding of the vocabulary	- demonstrate considerable understanding of the vocabulary	- demonstrate thorough and insightful understanding of the vocabulary
Thinking/ Inquiry Choice of Words	- chooses vocabulary with limited relation to the specified audience	- chooses vocabulary with some relation to the specified audience	- chooses vocabulary that considerably relates to the specified audience	- chooses vocabulary that highly relates to the specified audience
Communication Format Order (chronological, alphabetical)	- presents glossary with limited order or sequence	- presents glossary with some order or sequence	- presents glossary with considerable order or sequence	- presents a glossary with a highly effective order or sequence

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3.4.1

Formatting Technology – Diagnostic Assessment

Key the following instruction manual into the computer. You are to complete the formatting instructions given at the bottom of the page.

Assembly Instructions For Super Treadmill

Installation Requirements

Your Super Treadmill should be installed indoors on a flat, level surface near a 120Volt/15 Amp outlet. Super Treadmill requires a dedicated, non-switched outlet that is not part of a GFI (Ground Fault Interrupter) circuit, preferably no more than 5 feet from the outlet to eliminate the need for an extension cord. You must have a minimum of 4 feet of clearance between the rear of the treadmill and any wall or obstruction.

Appendix 3.4.1 (Continued)

Unpacking Your Treadmill

The Super Treadmill is packed in five pieces:

Frame assembly

Front handlebar assembly with Control Panel

Two side rails

Motor Cover

Hardware package

If any parts are missing, contact the authorized Super Treadmill retailer where you purchased your Super Treadmill.

Tools Required for Assembly

$\frac{3}{16}$ " Allen wrench

$\frac{7}{16}$ " combination wrench

Phillips head screwdriver

Grounding Instructions

Danger: This product must be properly grounded. If it should malfunction or become inoperable, grounding provides a path of least resistance for electric current to reduce the risk of electric shock. This product is equipped with a cord having an equipment-grounding conductor and a grounding plug. The plug must be plugged into an appropriate outlet that is properly installed and grounded in accordance with all local codes and ordinances.

The Control Panel

Magnetic Safety Key – The magnetic safety key, with its red cord and garment clip, is a safety feature.

Warm Up/Cool Down – To achieve the maximum benefit from your workout, fitness experts advise that you warm up for a minimum of 5 minutes before and cool down for minimum of 5 minutes after your main aerobic routine.

Data Display Window – When selecting a preset workout, the program and level numbers will appear in the data display window.

Benefits of Use

25% of buyers lose weight

65% of buyers increase cardiac capacity

10% of buyers maintain their weight and cardiac capacity

Formatting Instructions

1. Set your left and right margins for one inch.
2. Change the title 'ASSEMBLY INSTRUCTIONS FOR SUPERTREADMILL' to a WordArt title.
3. Format the instructions into two columns.
4. The entire document should be in Arial 12 font.
5. All subheadings should be in Arial 14 font, bold, and in red.
6. The trademark 'SuperTreadmill' should be italicized at all times.
7. The main points under 'Unpacking Your Treadmill' should be numbered and indented.
8. The 'Tools Required for Assembly' should be indented with nuggets of your choice.
9. The text after 'Grounding Instructions' should be in a text box with a heavy border.
10. Create a 2-column table for the 'Control Panel' features. The titles should go in the first column and the description should go in the second column.

Appendix 3.4.1 (Continued)

11. Insert an appropriate graphic or ClipArt picture under the main title, ASSEMBLY INSTRUCTIONS and an appropriate symbol by the DANGER notice under 'Grounding Instructions.'
12. Put the information under 'Benefits of Exercise' in a pie graph.
13. Create a title page for the ASSEMBLY INSTRUCTIONS in an electronic presentation document, e.g., *PowerPoint*.
14. Place an appropriate watermark behind the text.

Appendix 3.4.2

Report Revision Plan (self assessment)

Students analyse their present report and suggest changes that would enhance communication of the main ideas in the report by completing the following Revision Plan.

Audience and Purpose 1. What is the purpose of my report? 2. Who is my audience? What are the characteristics of this audience? 3. How much time will the audience spend reading my report? How will this affect my report?			
Report Criteria	Strength(s)	Weakness(es)	Suggestions for Improvement
Content and Organization Organizational Pattern Introduction, Body and Closing Language			
Visuals Graphics Charts/graphs ClipArt/pictures Relation to text Text boxes			
Layout Font(s) Columns Colour Eye-catching Signposts (headings, nuggets) Spacing/density			

In the space below, draw a rough sketch of the layout of your report.

Appendix 3.4-3

Peer- Assessment of Rough Draft of Report

After reading the report given to you by a peer, assess it using the following checklist. Remember to be constructive in your criticism and honest in your analysis, suggesting changes that you believe would enhance the report.

Report Criteria	Achieved	Needs Work	Suggestions for Improvement
Content and Organization			
The introduction engages the reader.			
The introduction explains what the report is about.			
The organization of the report is effective (correct paragraph structure, smooth transitions between introduction, body and conclusion).			
The information is presented in a logical order/pattern.			
The language is appropriate for the purpose and audience.			
Research is used to support main points.			
Visuals			
The visual effects are eye-catching, but not overwhelming.			
The visuals relate to the text or provide information on their own.			
The visuals are appropriate for the audience and purpose of the report.			
Layout			
The font(s) and colour(s) are appropriate for the audience.			
The layout is clean, clear, and crisp.			
The layout encourages the reader to continue reading.			
The headings, sub-headings, and signposts highlight the most important points clearly.			

Appendix 3.4.4

Report Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Content	- demonstrates knowledge of facts with limited clarity, and accuracy	- demonstrates knowledge of facts with some clarity, and accuracy	- demonstrates knowledge of facts with considerable clarity, and accuracy	- demonstrates knowledge of facts with a high degree of clarity, and accuracy
Reference to outside sources (Internet, periodicals, interviews, books)	- includes limited information from outside sources	- includes some information from outside sources	- includes considerable information from outside sources	- includes thorough information from outside sources
Thinking/ Inquiry Observations, Analysis, Research	- uses few observations, little analysis, and little research	- uses some observations, some analysis, and some research	- uses accurate observations, effective analysis, and valid research	- uses insightful observations, thorough analysis, and timely, valid research
Communication				
Introduction	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
Body	- communicates evidence with limited organization and clarity	- communicates evidence with some organization and clarity	- communicates evidence with effective organization and clarity	- communicates evidence with highly effective organization and clarity
Conclusion	- summarizes main points to limited extent	- summarizes main points to some extent	- summarizes main points to a considerable extent	- summarizes and extends main points in a highly effective way

Appendix 3.4.4 (Continued)

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication Language	- communicates with the limited use of appropriate language	- communicates with some use of appropriate language	- communicates with considerably appropriate language	- communicates with highly appropriate language
Layout	- presents visual aspects with limited effectiveness	- presents visual aspects with some effectiveness	- presents visual aspects with considerable effectiveness	- presents visual aspects with a high degree of effectiveness
Application Writing Mechanics	- uses writing mechanics (spelling, grammar) with limited competence	- uses writing mechanics (spelling, grammar) with some competence	- uses writing mechanics (spelling, grammar) with considerable competence	- uses writing mechanics (spelling, grammar) with a high degree of competence
Layout and Design	- uses software and technology to enhance design with limited effectiveness	- uses software and technology to enhance design with some effectiveness	- uses software and technology to enhance design with considerable effectiveness	- uses software and technology to enhance design with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3.5.1

Report Presentation Checklist

Presentation Criteria	Achieved	Needs Work	Suggestions for Improvement
Content			
The content is interesting and informative for the intended audience.			
The purpose of the presentation is clearly stated.			
Research verifies the points being outlined.			
The information is presented in a logical order.			
Design			
Key words are used to present the main ideas.			
Key points are grouped into categories.			
No more than 2 fonts, minimum 20 pt., are used. Fonts suit intended audience.			
Important points are highlighted (use of bold, colour, nuggets, etc).			
A simple warm or cold colour scheme is used that suits the audience.			
Visual effects are used to complement the message. They are sensitive to gender, race, age, and cultural issues.			
Sounds are used effectively to enhance the message.			
Delivery			
The speaker is prepared and on time.			
There is no distracting behaviour.			
The speaker makes eye contact.			
The speaker has all materials organized and available.			
Presenter speaks clearly and can be heard.			

Appendix 3.5.2

Presentation Rubric

Criteria/ Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Content	- demonstrates limited clarity, conciseness, and accuracy	- demonstrates some clarity, conciseness, and accuracy	- demonstrates consideration clarity, conciseness, and accuracy	- demonstrates a high degree of clarity, conciseness, and accuracy
Resources	- includes limited information from outside sources	- includes some information from outside sources	- includes sufficient information from outside sources	- includes highly pertinent information from outside sources
Thinking/ Inquiry Use of Learning Modalities	- uses audio and/or visual elements which relate to message with limited effectiveness	- uses audio and/or visual elements which relate to message with some effectiveness	- uses audio and/or visual elements which relate to message with considerable effectiveness	- uses audio and/or visual elements which relate to message with a high degree of effectiveness
Questions from Audience	- answers questions with limited clarity and appropriateness	- answers questions with some clarity and appropriateness	- answers questions with considerable clarity and appropriateness	- answers questions with a high degree of clarity and appropriateness
Communication Design and Delivery	- communicates overall theme or message with limited consistency - communicates with a limited sense of audience and purpose	- communicates overall theme or message with some consistency - communicates with some sense of audience and purpose	- communicates overall theme or message with considerable consistency - communicates with a considerable sense of audience and purpose	- communicates overall theme or message with a high degree of consistency and confidence - communicates with a strong sense of audience and purpose

Appendix 3.5.2 (Continued)

Criteria/ Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application				
Writing Mechanics	- uses writing mechanics (spelling, grammar) with limited competence	- uses writing mechanics (spelling, grammar) with some competence	- uses writing mechanics (spelling, grammar) with considerable competence	- uses writing mechanics (spelling, grammar) with a high degree of competence
Use of Technology/ Presentation Techniques	- uses visual elements with limited effectiveness	- uses visual elements with some effectiveness	- uses visual elements with considerable effectiveness	- uses visual elements with a high degree of effectiveness
	- uses audio elements with limited effectiveness	- uses audio elements with some effectiveness	- uses audio elements with considerable effectiveness	- uses audio elements with a high degree of effectiveness
	- uses appropriate technology with limited effectiveness	- uses appropriate technology with some effectiveness	- uses appropriate technology with considerable effectiveness	- uses appropriate technology with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Criteria/Category	Level 1 (100-150%)	Level 2 (150-200%)	Level 3 (200-250%)	Level 4 (250-300%)	Level 5 (300-350%)
Application of Technology	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Use of Technology	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Integration of Technology	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Assessment of Technology	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Professional Development	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Leadership	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Collaboration	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Communication	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.
Community	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.	Use of technology in a limited way to support learning.

